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ABSTRACT

This annotated bibliography was compiled for use in multiethnic classrooms and with working class children. The common theme of the materials is the working, family, and community lives of the people depicted in the stories, poems, and songs presented. The bibliography is divided into three sections. The first lists materials appropriate for use with first through sixth graders: folktales and legends, poetry, materials written by children, histories, books for teaching social values, and storybooks. The second section contains resources for grades six through eight: novels and folktales, short stories, poetry, ethnic histories, and comic books. Two types of materials for teachers are presented in the third section: those for classroom use and those to be used for background reading. (MK)

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CHILDREN'S BOOKS FOR LEARNING:

A Bibliography of Multi-Ethnic Resources for Classroom Use.

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Developed by Naomi Wall
For The Cross-Cultural Communication Centre

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"I have my own identity.
I have my own ideas
With what should be done with this world."

Tony Hussey, 13
from *. ire Words*
compiled by Chris Searle

INTRODUCTION

The Cross-Cultural Communication Centre is an organization which serves the large urban community in metropolitan Toronto. One of the services pr[illegible]ded is a resource library which has been of particular use to teachers working with children, from kindergarten throu[illegible] high school. The periodicals, vertical file materials, and storybooks available through the lending library have provided teachers and others working with children in the community with a wide variety of learning materials on immigration, Third World development, literacy, ethnic histories, work and working people, family and community, and racism. There is no doubt that there exists a real need for such resources and that teachers do avail themselves of the opportunity to use these materials.

Because the Centre is particularly concerned with the needs of teachers who wish to have access to learning materials which present reality-based curriculum ideas and who have become increasingly disenchanted with the sex, race, and class-biased books and texts which dominate the educational marke[illegible], we embarked on a proje[illegible]t this summer to expand our collection of books for children in the areas of multiculturalism and working class curriculum materials. Our aim is to provide books which contextualize multiculturalism in a class perspective; which illustrate and tell about different cultures; which demonstrate to children the class nature of our society; which deal realistically and critically with the hardships faced by working people, women, and immigrants in this society; which reflect the resources and strengths which they bring to coping with and changing their situations; and which counter the stereotyped characterizations which are so prevalent in reading material for children.

The books collected are for use in multi-ethnic classrooms, and with working class children. They are representative of the many cultures, values, and life-styles of th[illegible]se children present in classrooms throughout the city. Their common theme is the working, family, and community lives of the people depicted in the stories, poems, and songs which appear in the books. The book[illegible] were found among those produced by the big publishing houses, but certainly some of the most interesting and progressive material comes from the small, over-worked and under-staffed publishers who are committed to the production of alternative learning materials for teachers.

Our purpose in gathering these books is to make them available to teachers and people working with children in the community who often are not able to ferret out good learning material because of their heavy workload in the classroom or community centre. The annotated bibliography we have provided will hopefully be of some use to those teachers who are committed to the use of books and texts which will go some way towards the improvement of curriculum development in the areas of multiculturalism and class content.

The books have been categorized according to grade level, though it is important to understand that there is a great deal of flexibility within each category. The list of books in the grades 1-6 category includes storybooks suitable for the grades designated, but these can also be used with older children. All of the books in this category are useful in ESL classes and remedial reading clinics. Any one of these books can be used as a teaching tool, as well as storybooks for reading to groups of children. This is true of the books listed in the grades 6-8 category. These latter books can also, in many cases, be used with children in grades below 6

Each category of books deals with certain *priority themes*. The storybooks for young children deal with the themes of *family conflict, friends, work, prejudice, neighbourhood, history, folklore and legend, and language*. Those for older children deal with the priority themes of the *Third World, poverty, war, racism, family conflict, work, drugs, community support, cooperation and sharing, ethnic history, contemporary ethnic communities, and adventure & heroism.*

There is included in the bibliography a list of books for teachers to read for their own information. These include books which have been specifically designed for use in the classroom, but which children would not be able to handle on their own. They require guidance and background information from the teacher. Other books in this category provide information on literacy, Third World development, education in the Third World, critiques of education systems, and a section on studies on bias found in learning materials.

There are important limitations to the lists provided in this bibliography. First of all, though an intensive search was carried out, there are proportionately fewer books developed and produced in Canada than there are in the U.S. or Britain. This is true in the area of books for children, and it is particularly evident in the section which lists background materials for teachers. The books which are listed, wherever produced, are not faultless. There are today a few publishing houses which are committed to producing anti-sexist, anti-racist books with a class perspective, and their books reflect this committment. But other books and materials have flaws, which should not be overlooked, and where these are glaring, they have been pointed out in the annotations. In general, though, the books provide good resources for teachers to use with Canadian and immigrant working-class children and the annotations address their content and link them to the appropriate priority themes.

We do not promise that these books will solve the problem of bias in learning materials, nor do we pretend that they will provide teachers with everything they need to promote racial harmony, feelings of solidarity among the students in their classrooms, or an end to the insidious stereotypic attitudes held by so many children and adults in our communities. We do hope, though, that they will be used to begin the process of breaking down these attitudes in classrooms, and that they will be useful to those teachers who have already begun this process through their own efforts.

The following bookstores have agreed to order the listed books for those people who wish to purchase them:

Third World Books & Crafts 748 Bay St. 597-0024 Lenny Johnston
Womer's Book Store 85 Harbord St. 922-8744 Patti Kirk; Marie Prins
Willoughby's Book Store 3441 Yonge St. 489-5889 Marilyn Rush
Longhouse Bookstore 630 Yonge St. 921-9995 Beth Appeldorn

All of the books are available from the Cross-Cultural Communication Centre lending library.

STORYBOOKS FOR CHILDREN, GRADES ONE THROUGH SIX.

The books listed include stories for beginning readers; books which teachers can read to children; books which children will be comfortable reading on their own; and books which can be used to initiate discussion and activities around the *priority themes of family, friends, work, prejudice, neighbourhood, conflict, history, folklore & legend, and language.*

There are a number of books in this section which have been designated as suitable for use in grades 1-6. This is meant to indicate that the vocabulary and style of these books make them accessible to children in the lower grades, and that their content is of high interest to children in grades 1-6. Teachers may wish to give many of these books to children to read on their own, and they may also be used effectively as teaching tools and resources for discussion.

Because there are so many books in this section, they have been organized into six categories: **1) folktales & legends; 2) poetry written by adults for children; 3) children speak for themselves; 4) cultural histories:past & contemporary; 5) teaching social values; 6) storybooks - general.** All of the books in each category deal with one or more of the priorty themes.

Folktales & Legends

Aardema, Verna. *Why Mosquitoes Buzz in People's Ears.* New York, The Dial Press, 1975.
Based on a West African tale, this story tells why the mosquito is such a nuisance. The colour illustrations are beautiful, and the rhythm of the unfolding story suits itself well to song. There is much humour in the tale. Recommended grades 1-4.

Anson, Stanley. *Adventures and Tragedies of Ananse's Expedition.* Stanley Anson, 1973.
In this book, Ananse is a man, a boastful man, who in the end is made to look like a fool. Ananse (or Anansi) is an ever popular folk figure among Blacks everywhere, but particularly in Ghana and in the West Indies. Recommended grades 1-4.

Cox, Rita. *How Trouble Made the Monkey Eat Pepper,*. Toronto, Kids Can Press, 1977.
This is a tale based on the traditional folktales of Trinidad. Told with humour, it traces the adventures of a monkey who misunderstands and ends up in "trouble." Recommended grades 1-4.

Ling, Frieda and Lau, Mee-Shan. *The Maiden of Wu Long.* Toronto, Kids Can Press, 1978.
Li Tai, the village mason, sets out to find the Maiden of Wu Long, who is the only one who can bring spring back to the beautiful village of the Mountain of Flying Clouds. The Great Locust has come from the Kingdom of Darkness and brought dampness and cold to the village of eternal spring. With the power of Wu Long, the courage of Li Tai, and the hope of the villagers, spring returns to the village. Recommended grades 1-4. English/Chinese.

Mascayano, Ismael. *The Daughter of the Sun/La Hija Del Sol.* Toronto, Kids Can Press, 1978.
A folktale from Peru. A little girl named Chuqui is one of the three daughters of the sun. She meets a shepherd boy and they become friends. The Sun, her father, is angry and punishes them both. A moving tale of friendship and the courage of young people. Beautiful black/white illustrations. Recommended grades 1-4. English/Spanish.

McDermott, Gerald. *The Stonecutter.* New York, Penguin, 1978.
A stonecutter longs for power and finds it, only to discover that it is not worth much in the face of the strength of stonecutters like he was once himself. A good book for introducing the theme of work and the fleeting nature of power attained through cunning. Based on a Japanese folktale. Beautiful colour prints. Recommended grades 1-4.

Miyazawa, Kenji. *Winds and Wildcat Places.* Tokyo, Japan, Kodansha International Ltd., 1967.
These classic short stories from Japan evoke a world of enchantment and bright mythology. The colour illustrations are striking. Recommended grades 4-8.

From the Children's Book Press: Fifth World Tales

This is a series of multicultural books from the Children's Book Press, a non-profit educational publisher based in San Francisco. The Fifth World Tales are a series of paperback storybooks for children in grades k-6. Each book contains a complete story from a different culture. At the back of each book, the editors have included a short history of the origins of each tale and an explanation of the particular point of view represented in the story. It is recommended that teachers read this material before reading the stories to children. It is also suggested that teachers familiarize themselves with the pronunciation of names and words which appear in other languages throughout these books. The illustrations in these books are brilliantly coloured.

Chang, Kathleen. *The Iron Moonhunter*. San Francisco, Children's Book Press, 1977.
This story is based on an old legend that circulates in Chinese America: that the Chinese American railroaders built a railroad of their own while they were building the Central Pacific Railroad. The story takes place in 1866 & 1867. It relates the extreme hardships faced by the Chinese during the building of the railroads. English/Chinese.

Paek, Min. *Aekyung's Dream*. San Francisco, Children's Book Press, 1978.
This is a story of a recently arrived young Korean girl which centers upon an experience shared by all immigrant children - that of adjustment to an unfamiliar, sometimes hostile, and oftentimes bewildering culture. It is the tale of Aekyung's quest for the self-confidence that was hers in Korea. English/Korean.

Robles, Al. *Looking for Ifugao Mountain*. San Francisco, Children's Book Press, 1977.
This is the story of a Pilipino American in search of his ancestral past. There are many obstacles, but Kayumanggi finally discovers the secret of his ancestry. The tribal life of the Pilipino immigrants has survived in some areas of North America. This book presents, through interesting illustrations and a fascinating story, this tradition. It is an allegorical tale, full of symbolism and reuires an understanding of this style. It could be used to initiate a study of the Phillipines, particularly the traditional tribal culture. English/Pilipino.

Rohmer, Harriet and Anchondo, Mary. *The Headless Pirate*. San Francisco, Children's Book Press, 1976.
This is the story that the old fishermen of Costa Rica tell on the nights of the full moon, of a time when Indian treasure was making Spain the richest nation in Europe. It takes place in the 1600s. With an interesting perspective on piracy, the oppression of the common seamen of that time, and astounding illustrations, this book tells an exciting story and teaches important history as well. English/Spanish..

Rohmer, Harriet and Anchondo, Mary. *The Little Horse of Seven Colors*. San Francisco, Children's Book Press, 1976.
In many ways this story portrays the dilemma of a conquered people who reject their own shattered culture as poor and insignificant, and yet dream of "being somebody" in the eyes of the conqueror. They invent magical ways for their dream to come ture. The story strongly suggests, however, that real equality is connected with the acceptance of one's own past. This story comes in different versions from Cuba, Puerto Rico, the Dominican Republic and Nicaragua. English/Spanish.

Rohmer, Harriet and Rea, Jesús Guerrero. *Land of the Icy Death*. San Francisco, Children's Book Press, 1976.
Na Ha, the Yahgan, a people who lived in the south of Chile near Antarctica, experiences both terror and wisdom beneath the sea. The story is entertaining, the illustrations are designed to intrigue children, and the historical perspective presented is important as it teaches that fear can be overcome and need not immobolize us. English/Spanish.

Rohmer, Harriet and Rea, Jesús Guerrero. *The Treasure of Guatavita*. San Francisco, Children's Book Press, 1978.
This is a legend from Colombia and takes place in three parts, each part representing a different stage of civilization in Colombia. English/Spanish.

Westbrook, Dante. *Daxius*. San Francisco, Children's Book Press, 1977.
This story was written by a nine year old boy. It is the tale of Daxius, part panther and part human. It blends animal lore, science fiction, African legend and modern story-telling technique. Daxius has secret powers, which he uses for the betterment of his people. The illustrations are beautiful and children will love the style of writing and the story of a child who is "half kid and half panther".

Wong, Kat. *Don't Put the Vinegar in the Copper*. San Francisco, Children's Book Press, 1978.

This story grows out of the language barrier between the author and her mother. It is rendered in a humorous, imaginative way and will delight children. English/Chinese.

Children's Book Press/Imprenta de Libros Infantiles. *Teacher's Guide to the effective classroom use of the Fifth World Tales series of multicultural books*. San Francisco, 1977.

"...Our purpose in presenting these materials for classroom use is to offer interesting and valuable information about different ethnic groups and to increase the level of multicultural awareness among students and teachers. It is our hope that the books will act as a catalyst for classroom discussion and activities and will reinforce the value of reading and storytelling as an important way of learning." From the *Children's Book Press, Teacher's Guide*. The guide includes suggestions for using the following stories: The Iron Moonhunter; The Little Weaver of Thái-Yên Village; Looking for Ifugao Mountain; Daxius.

Poetry by Adults for Children

Greenfield, Eloise. *Honey, I Love*. New York, Thomas Y. Crowell Company, 1978.

These are sixteen "love poems" which express an appreciation of the content of everyday life. The illustrations are beautiful. Recommended grades 1-3.

Grimes, Nikki. *Something On My Mind*. New York, The Dial Press, 1978.

The everyday lives and personal feelings of Black children presented through beautiful illustrations and poems. Grades 1-6.

Smith, Mary Carter. *Town Child*. Maryland, Nordika Publications, 1976.

This book was bought at the John Henry Music Festival, a coming-together of musicians, artists, dancers, and old-time West Virginians to play music, dance, and recapture the traditions of Appalachian musical expression. Mary Carter Smith is such an old-timer and she has compiled songs, poems, stories and illustrations from the history of Appalachia and modern life there. Grades 1-6.

Widerberg, Siv. *I'm Like Me*. New York, The Feminist Press, 1973.

These poems were written from a child's perspective and deal with the themes of family, school, friends, and growing up in the U.S. Grades 1-6.

Children Speak for Themselves (Recommended grades 1-6).

Blake, Vernon, et al. *Milk River*. London, Peckham Publishing Project, 1979.

This is an anthology of original first-person accounts of experiences had in Jamaica and St. Lucia. Written by students in literacy classes in London, these stories tell of childhood adventures, perceptions, and Caribbean traditions. Grades 1-6.

Huntley, Accabre. *At School Today*. London, Bogle-L'Ouverture Publications, 1977.

Accabre Huntley was born in 1967. She wrote these poems to express her pride in being Black, as her response to the oppression experienced by Black people as immigrants to Britain, and as a colonized people. Accabre has an extraordinary sense of self, a magnificent strength of character, and the ability to convey these qualities through her poems. Grades 1-6.

Jason-Hearne, Zama. *Zama's Book: Visions of a Six-Year Old*. Vancouver, Intermedia, 1977.

The pieces in this book were written by Zama, between the ages of four and six. It can serve as an inspiration to children to put their thoughts, imaginings, and picture ideas down in order to share them with other children. There are stories, poems, and illustrations, all of which convey an incredible imagination, one which will be readily grasped by children of this age. Grades 1-6.

McClard, Judy and Wall, Naomi. *Come With Us*. Toronto, The Women's Press, 1978.

This book is a collection of first-person stories, poems, and four-colour illustrations, done by children in grades three through nine, which convey the real-life experiences of immigration, inner-city life, work, school, and life in countries of origin. The material can be used effectively to encourage children who speak English as a second language to express themselves in their first language, or to attempt to convey their meaning in English. There will be a Teacher's Guide available in the winter of 1979. Grades 1-6.

Millyard, Anne and Wilks, Rick. *Making Waves*. Toronto, Books By Kids, 1976.
These are stories and poems by kids, for kids. They deal with both the fantasies and concerns of children. This book, like others in this category, can be used to stimulate children to write about themselves. Grades 1-6.

Spencer, Douglas Barry. *Questions Kids Ask For Those Who Care To Listen*. Toronto, Simon & Pierre Publishing Company Limited, 1977.
In a random survey of children, Barry Spencer has collected the questions these children thought "worth answering". He has categorized the questions according to certain themes, like Self-Image, Growing-up, Parents, Friendships, School, Work, Money, and Death. There are wonderful photographs of children in the book, and the questions are ones which will generate endless discussion with groups of children. Grades 3-8.

Yee, Sylvia and Kokin, Lisa. *Got Me A Story To Tell*. San Francisco, St. John's Educational Threshold Center, 1977.
This is a multi-ethnic book in which five children tell about their lives. The children tell about living in California and touch upon their lives in a very personal, sensitive way. There are excellent detailed black/white photographs as well as drawings by the children to accompany each story. In the back of the book are lists of words and their English translations. The languages represented in the book are Black English, Spanish, Chinese, Hindi, and Tagalog. The book is written in English, but interspersed throughout each of the five stories are words spoken by the children in their first language. Grades 4-6.

Histories - Past & Present

Adell, Mercedes. *As We See Moncada*. Cuba, Instituto Cubano Del Libro, 1973.
A group of Cuban children have written short stories and drawn colour pictures to tell of the beginning of the armed struggle in Cuba in the early 1950s. On July 26, 1953, the garrison at Moncada was attacked by Cuban revolutionaries and thus began the struggle between the forces of Castro and the forces of Batista which ended in victory for the revolutionaries. These stories and illustrations depict the Cuban child's understanding of this historical period. The stories are simply told and trace the battle, from its early stages of preparation through to its completion. Grades 1-6.

Bailey, Guy. *Bienvenue Chez Nous/Welcome To Our Town*. Montreal, Tundra Books, 1978.
The daily life of the ordinary people of Cap-de-la Madeleine, located between Montreal and Quebec City, is depicted through this personal memoir. The four-colour illustrations dominate each page. The story is written in both French and English, and the author conveys in few words the real lives of the working people of this small French city. It is set during the 1940s and 50s. Grades 4-8.

Blades, Ann. *A Boy of Taché*. Montreal, Tundra Books, 1976.
Tache is an Indian reserve in northern British Columbia. This is a story of one family who live on this reserve, and a particular incident in their lives. There are four-colour illustrations to accompany a story about a young Native boy faced suddenly with the possibility that someone very dear to him may die, leaving him with many new responsbilities. Grades 4-6.

Blakeley, Madeleine. *Nahda's Family*. London, A&C Black Ltd., 1977.
This is a true-to-life story of Nahda and her family. They are a Muslim family who abide by the Muslim traditions. They live in inner-city London, England. Nahda's parents work in textile mills. This is an excellent story-book for children, as it tells in everyday words, with realistic photographs, of a family:the work done by all family members; the adjustments made to life in London; the languages spoken; the friendships and closeness of their family life; and the expectations the children have for their futures. Grades 3-5.

Dladla, Mboma. *Mboma*. Mdukutshani Project, Directed by Kathy Bond, c/o C.A.P., P.O. Box 37, Weenen, Natal, South Africa.
This book was developed at Mdukutshani, a self-help community development project in Kwa Zulu, South Africa. It was produced by Kathy Bond, a teacher and community worker at the school, out of a need for relevant material depicting the lives of the majority of people in South Africa, as well as a vehicle of expression for the children in the school. These children live in very deprived areas which are fraught with extreme problems. They struggle on a daily basis for their survival as a people. The richness of language used by this child to convey his experience has been documented, and it is important that this process of putting down the real lives of children in their own words continue.They have a history to tell and it should be further documented. More information can be obtained from Mboma Dladla himself and/or Kathy Bond at the following address: Kathy Bond c/o C.A.P., P.O. Box 37, Weenen, Natal, South Africa. For copies of this book, call Barbara Immanuel in Toronto: 929-0529.

Endicott, Fran and Thomas, Barb. *The City Kid's Book*. Toronto, OISE and The Cross-Cultural Communication Centre, 1979.
The City Kids Book is curriculum designed specifically for use in the Canadian inner-city school. Its focus is ordinary working people, their work, their family life, their aspirations, their communities. Activities and questions accompany stories, poems, songs, and graphics which provide a process and a guide for teachers to use to encourage children to express their feelings about their own lives. Recommended as curriculum for grades 5-8, to accompany existing program design, or as a program in itself. A Teacher's Guide accompanies the book. It is entitled *The City Kid's Teachers' Book*.

Gowenius, Peder. National Museum of Denmark and Danish Association for International Co-operation. *This Is Our Life:Tapestries from Botswana*. Published in 1977.
Through the weavings reproduced in full colour, the people of Botswana rediscover their own culture, and share their awareness with other peoples of Botswana. This book, besides being artistically beautiful, demonstrates that an oppressed people can become aware of their own situation, reclaim their culture, and rewrite their histories. This is reality-based material. Recommended for grades 4-8.

Henley, Alix. *Seven of Us.* London, A&C Black Ltd., 1978.
Made from tape recordings of conversations with the Crossfield family - talking about themselves, their life in London, memories of Jamaica, their work, play and future expectations. There are colour photographs of the family. Each member of the family speaks about her/his own personal satisfactions and dissatisfactions. A very-true-to-life look at the experiences of an immigrant family in London. Grades 3-5.

Italiano, Carlo. *The Sleighs of Old Montreal.* Montreal, Tundra Books, 1978.
This is an interesting history of the use of sleighs by working people in Montreal during the 1920s and 30s. The specific uses of the sleighs are outlined with accompanying four-colour illustrations. Though the vocabulary is difficult, the illustrations and text provide information that would be interesting to children. It is possible to paraphrase the story, or to use it as a picture book. Grades 6-8.

Karl, Terry. *Children of the Dragon:A Story of the People of Viet Nam.* San Francisco, Peoples Press, 1974.
It is 1972 and there is a war in Viet Nam. This is a story of the peoples in Viet Nam and their struggle at that time, told for children. It is the tale of one particular family, their efforts to survive the hardships of war, and their courage to continue fighting for their independence. There is a glossary of terms and a short history of Viet Nam included in the book. There are both four-colour and black/white illustrations. Grades 4-8.

Lyle, Sean. *Pavan Is A Sikh.* London, A&C Black, Ltd., 1977.
Pavan is a nine-year-old boy, living in London with his family. They adhere to the traditions of the Sikhs, based in the Punjab, in the northwest of India. This story is one in the A&C Black series on immigrant families living in London. The others include: *The Crossfield Family* and *Nahda's Family.* Grades 3-5.

Tanobe, Miyuki. *Québec Je T'Aime/I Love You.* Montreal, Tundra Books, 1976.
Written in both French and English, this beautiful book portrays the daily lives of working-class people in Quebec. The illustrations alone capture the fabric of life there, and the text provides an interesting complement to the drawings. Grades 4-6.

Trần-Khánh-Tuyết. *Children of Viet-Nam.* Berkeley, California, Indochina Resource Center, 1976.
A storybook and colouring book, specifically designed for use with children aged 7-10, this book is an attempt to open communication between the children of Viet Nam and the children of North America by presenting, through short stories and poems, descriptions of life in Viet Nam during the war in the 1960s and early 70s. The Canadian child will get a sense of the every-day experiences of the children of Viet Nam through the moving tales and black/white illustrations. Grades 3-5.

Trần-Khánh-Tuyết. *The Little Weaver of Thái-Yên Village.* San Francisco, Children's Book Press, 1977.
This is the story of Hien, a young Vietnamese girl whose family is destroyed during the U.S. war on Viet Nam. She is adopted by a U.S. family and continues to weave her blankets to commemorate the struggles of her people. Grades 1-6.

Yurmin, G. *Sevka Wants To Live Somewhere Else.* Moscow, Progress Publishers, 1975.
Sevka writes to children all over the world asking them what life is like where they live. He receives many answers, which make up this lively book of descriptions of living conditions from mostly rural areas around the globe. There are full-colour illustrations. Grades 3-5.

Teaching Social Values

Caines, Jeannette. *Daddy.* New York, Harper & Row, 1977.
A Black child is happily awaiting the arrival of her Daddy, who visits with her every Saturday. They spend a joyful day together. The story depicts a loving, warm and deep relationship between a young girl and her father. The illustrations are personal and realistic. Grades 1-3.

Crawford, Sue Heffernan. *Minoo's Family.* Waterloo, Ontario, Before We Are Six, 1974.
For grades 1-3, a simply told story of a little girl whose parents separate and everyone agrees it is all for the best. The people presented are very real to the reader.

deGrosbois, Louise. *Mommy Works on Dresses.* Toronto, The Women's Press, 1977.
Caroline, a young child, learns from her mother what it is like to work in a garment factory. The daily routines of the work involved, the organization of piece work, and the relationship between the manufacture and retailing of garments is discussed. Grades 4-6.

dePoix, Carol. *Jo, Flo and Yolanda.* North Carolina, Lollipop Power, Inc., 1975.
Three six-year-old girls live with their parents. They are triplets. Their father works a night shift. The story tells of their everyday lives, and the ways in which they are different, even though they live in the same house and are subjected to the same family ties and responsibilities. Grades 1-3.

Hazen, Nancy. *Grownups Cry Too.* North Carolina, Lollipop Power, Inc., 1973,
This is a simply told, illustrated story about crying. Babies cry, kids cry, and grownups cry, for many different reasons. Feeling deeply is nothing to be ashamed of and crying is a positive release, says the author. A basic understanding of feelings is conveyed through this warm tale of a boy who is learning about his emotions. Grades 1-3.

Nolan, Madeena Spray. *My Daddy Don't Go to Work.* Minnesota, Carolrhoda Books, 1978.
This is a story about a little Black girl, her mother and father, and their closeness in the face of her father's unemployment and his loss of self-respect. The tremendous pressures her father feels and his humiliation because he cannot support his family are conveyed through the story told by his daughter. Grades 1-4.
4.

Maury, Inez. *My Mother and I Are Growing Strong/Mi Mamá y yo nos hacemos fuertes. Stanford, California, New Seed Press, 1978.*
Emilita, a young Spanish-speaking child learns to cooperate with her mother when her father is imprisoned for punching out a man who makes a racist remark about him. She and her mother must look after themselves, learn to fix the truck, their bicycles, the lawn mower. Her mother goes to work as a landscaper, the same job Emilita's father had before his imprisonment. The realities of prison life are conveyed through the black/white illustrations, and her father's parole release at the end is an event that will excite all children. This story is an excellent resource for teaching children about racism, the law and its malfunction where immigrants are concerned, and the new consciousness many women have come to. English/Spanish. Grades 1-6.

New Seed Press. *A Book About Us.* Stanford, California, 1977.
A group of children whose parents and friends run a printing press decide to produce their own school book. They believe that the books they read in school do not tell about their lives. This book portrays people of many backgrounds, speaking a variety of languages (with English in common) who have opted for unconventional life styles and jobs and who have the courage of their convictions. The story presents them unobtrusively, and they have a dynamic sense of purpose to their lives. The kids produce their book. It will inspire children who read the story to do the same. Grades 3-6.

New Seed Press. *Some Things You Just Can't Do By Yourself.* Stanford, California, 1973.
There are many things you just can't do by yourself. You can't play ping-pong by yourself; carry a piano by yourself; shake hands by yourself; kiss by yourself. And that's why people need other people. The implication is that people need other people for making necessary changes in their lives as well. Grades 1-3.

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Perrine, Mary, *Nannabah's Friend.* Boston, Houghton Mifflin Company, 1970.
Nannabah is a Navajo child who must go to live with her grandparents and help them tend their sheep. They are too old now to graze them in the high hills and Nannabah is expected to do the work for them. She leaves each day at sunup and walks with the sheep to the grazing area, high in the hills, where she stays till sundown. While there, she devises ways to deal with her loneliness, and finally meets another child who is also working in the hills as a shepherd. The closeness of family members and the willingness with which Nannabah accepts her responsibilities is beautifully conveyed. An excellent resource for initiating discussions on cooperation, responsibility, family relationships, and the primary importance of life-sustaining work. Grades 1-4.

Sen, Felicity. *My Family.* London, The Bodley Head, 1975.
Janey is a young child who lives with her father and brother. Her father is a single parent. The story and illustrations portray a warm and intimate relationship between the father and his children. An excellent resource for discussion of single-parenting, fathers raising their children, cooperation between family members. Grades 1-3.

Wallace, Ian and Wood, Angela. *The Sandwich.* Toronto, Kids Can Press, 1975.
In Toronto, a young Italian boy, Vincenzo, takes his lunch to school and is teased mercilessly by his friends about his "stinky meat and cheese". Vincenzo deals with the situation in a courageous and humorous way and in the end his friends learn a valuable lesson. This is an excellent resource for introducing the themes of prejudice and its effects; and the real lives of Italian immigrant children as opposed to the stereotypes presented in so many texts for classroom use. Grades 2-5.

Worthington, Betty. *Friends.* Toronto, Kids Can Press, 1977.
This book is for young children who speak a language other than English, or for English speaking children who have friends who speak English as a second langauge. It demonstrates through a simple text and pleasant black/white illustrations that children who speak different langauges can be good friends, learn from one other and depend on one another. Grades 1-3.

Yashima, Taro. *Crow Boy.* New York, Penguin Books, 1976.
Crow Boy leaves his home every morning at sunrise and walks miles to school in the village, then walks home and arrives at his families isolated cottage after sundown. His village schoolmates make fun of his slow, plodding ways and find him strange. Yet he is finally respected, after six long years of village schooling, for the incredible knowledge he has of life in the faraway hills. He develops a close friendship with a teacher who encourages him to share his knowledge and understanding of nature with the other children. His particular talent is his ability to imitate the variety of sounds made by the crows who live in the hills. The story gives children the opportunity to appreciate the skills of a boy so unlike themselves and to develop a respect for his perseverance. This is a beautiful book, with colour illustrations. Set in Japan. Grades 1-6.

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Storybooks - General

Abuk, Chris. *The Lost Dog*. London, Peckham Publishing Project, 1979.
The Peckham Publishing Project is a member of the Federation of Worker Writers and Community Publishers, an organization in London, England, which promotes the written work of working class people there, and provides publishing possibilities for the creative written work of teenagers. This story is about a Black boy who loses his dog. The illustrations, in black/white, are excellent. A good resource for children in grades 1-3.

Allinson, Beverley and Lawrence, Judith. *Ellie Sells Fish*. Toronto, D.C. Heath Canada Ltd., 1975.
Doug, a young Black boy, wants to buy a friend for his goldfish. He goes to Ellie's fish market, where he learns how the fish are prepared for market. This is a good resource for teaching young children some basic information about the fishing industry in Canada. It is one of the books from the "Women at Work" series. Grades 1-4.

Allison, Rosemary. *The Green Harpy at the Corner Store*. Toronto, Kids Can Press, 1976.
The story takes place in Toronto's Greek community, along the Danforth. A family meets a strange creature, the Green Harpy, who stays with them for a while. This is a good resource because it portrays a neighbourhood in Toronto which might be familiar to the children, and because it includes a number of Greek words and names, with translations and a pronunciation guide. It is also very funny. Grades 1-4.

Barkin, Carol and James, Elizabeth. *Are We Still Best Friends?* Milwaukee, Wisconsin, Raintree Editions, 1975.
For very young children, this story is about two Black girls who are best friends, who have a falling-out in school, and with the help of their teacher make it up. It's that simple, and that useful as a resource for initiating discussion with young children about friendship, conflict, and love between friends. The full-colour photographs are beautiful and convey the warm and affectionate relationship between these children. Grades 1-3.

Greenfield, Eloise. *First Pink Light*. New York, Thomas Y. Crowell Company, 1976.
Tyree is a young Black boy who wants to wait up all night for his father to come home. He's been away for a month, taking care of Tyree's Grandmother who is ill. But Tyree falls asleep in the big chair and misses the first pink light of sunrise, which his mother told him would signal his father's return. A warm affectionate portrayal of a mother's willingness to be flexible about bedtime when something as important as a returning father is in the offing. Grades 1-3.

Breinburg, Petronella. *My Brother Sean*. New York, Penguin Books, 1978.
For very young children, Sean, a Black boy who is going to school for the first time, is frightened at first but quickly learns to enjoy the toys and the other children. Grades 1-3.

Clifton, Lucille. *Three Wishes*. New York, The Viking Press, 1976.
Written in Black English, this is the story of children who find a lucky penny and make three wishes. They learn about friendship and its value. The heroes of the story are a boy and a girl and it is their friendship which is at stake as the story unfolds. Grades 1-4.

Fine, Esther Sokolov. *The Doubledouble Mirror*. Toronto, Esther Sokolov Fine and Katja Jacobs, sponsored by a government grant, 1973.
A wonderfully funny story about a perfectly delightful family. Children will love this zany story about an unconventional family and one of its members who leaves the fold in search of a "real family" only to return having realized that his unconventional family was real enough. Grades 1-6.

Gaspar, Tomás Rodriquez. *Yolanda's Hike*. Stanford, California, New Seed Press, 1974.
Yolanda and her friends go on a long hike. Yolanda is chosen as the leader of the expedition, which takes the children high into the hills which surround the barrio where they live. Written in Spanish and English, the story describes aspects of the lives of these Chicano children and at the same time takes them on an exciting adventure. The books from New Seed Press are excellent teaching resources. Grades 1-4.

Heaslip, Peter C. *My Mum*. London, Methuen Educational Ltd., 1978.
For very young children just learning to read in English, this simple story book has only seven sentences in it. Each sentence is written in bold type across a page and is accompanied by a photograph. The mother is an East Indian woman who gets breakfast, feeds the baby, goes to work, drives the car, weeds the garden, shops, and cooks supper. The photos give a realistic impression of the life of this particular woman. The book is a useful tool for ESL and beginning reading and it will delight children from East India. Grades 1-3.

Hill, Elizabeth Starr. *Evan's Corner*. New York, Holt, Rinehart and Winston, 1967.
Evan lives in a tenement with his family. They are eight people who share two rooms between them. Evan wants a place of his own, but realizes there is no room for him at home that he can call his own. His mother suggests that each family member take one of the eight corners in their two-room flat. Evan is delighted, and fixes up his corner with a painting, a potted-plant, two wooden crates as furniture, and even works one weekend as a grocery boy to earn the money to buy himself a turtle for 50 cents. This story is beautifully told, with illustrations in colour. A good resource for discussion of housing, community, the effects of poverty on family life, and the ways in which families cope and pull together. Grades 1-6.

Lloyd Errol. *Nini at Carnival*. London, The Bodley Head, 1978.
Children from many countries have organized a parade and carnival. Nini does not have a costume and cannot take part. A friend of hers performs a loving, magical act and Nini gets her costume and becomes Queen of the carnival. The full-colour illustrations are lively and convey a sense of carnival. Grades 1-3.

Merrill, Jean and Scott, Frances Gruse. *How Many Kids Are Hiding On My Block?* Chicago, Albert Whitman & Company, 1973.
Children are playing hide-and-seek in a multi-ethnic inner-city neighbourhood, running in and out of work areas, stores, and phone booths. The urban playground is portrayed through three-colour illustrations and words on street and store signs provide further reading possibilities. Grades 1-3.

Pasternak, Carol and Sutterfield, Allen. *Stone Soup*. Toronto, Women's Press, 1974.
The children in a multi-ethnic classroom make a big pot of stone soup, complete with every kind of ingredient imaginable. The entire procedure is directed by the school janitor and a great time is had by all, including several members of the families of the children. Grades 1-4.

Saint, Fiona and Steadman, Ralph. *The Yellow Flowers* London, Dennis Dobson, 1968.
In Islington, in England, there is an ugly factory. The only thing that makes its ugly facade bearable are the yellow ragwort flowers that grow inside the iron railings, making a golden ring all around the grimy building. The illustrations are combinations of photos and colour drawings and peopled by multi-ethnic crowds of grown-ups and children. Grades 1-3.

Sen, Wang. *Three Sweaters*. Peking, Foreign Languages Press, 1975.
Little Chin, of kindergarten age, wakes up and listens to the weather forecast. She hears that there will be a strong wind today. She takes three sweaters to school with her - one for herself, and one each for friends of hers who must leave for school early and who would not have heard the weather report. This is a simply told, delicately illustrated story about sharing, friendship, and responsibility for the welfare of others. Grades 1-4.

Singer, Yvonne. *Little-Miss-Yes-Miss*. Toronto, Kids Can Press, 1976.
Cicely leaves her home in Jamaica to join her parents who have been living in Canada for a year. This is a very good resource for teaching English as a second dialect. It illustrates the tremendous difference in living style between the Jamaican setting and the high-rise impersonal setting in Toronto. A good resource for discussion of the uprooting of families through the process of immigration and the struggle children face in adjusting to school in their new country. Grades 1-5.

Singer, Yvonne. *Sara and the Apartment Building*. Toronto, Kids Can Press, 1975.
The setting is Toronto. Sara lives on Dovercourt Road, in a tall apartment building. She and a friend spend the day playing in the building, riding the elevators, visiting people in the many apartments. Her brother makes oatmeal cookies, while she and her friend pretend to eat the traffic "jams" they watch from the balcony. A very lively look at life in the big city. Grades 1-3.

Steptoe, John. *Stevie*. New York, Harper & Row, 1969.
Robert must babysit a young boy named Stevie. He finds Stevie a crybaby, difficult, whiney, unpleasant - until he no longer needs a babysitter. Then Robert misses him, almost as if he had become a brother. The boys are Black, and the underlying story tells of Stevie's mother, who must leave him for the entire work week with Robert's mother so that she can work away from home in order to support herself and her son. The full-colour illustrations are rich and portray life in an urban ghetto. Grades 1-4.

Steptoe, John. *Uptown*. New York, Harper & Row, 1970.
John and Dennis, Black children living in Harlem in uptown Manhatten, take a walk through their neighbourhood talking about their futures. The reader gets a sense of what the limitations on their futures would be as they describe the lives of the older men they meet on the street. Written in Black English, the text conveys a strikingly realistic picture of life in Harlem, Manhatten, New York. Grades 1-6.

Wei, Tu. *Landing the Giant Sturgeon*. Peking, Foreign Languages Press, 1976.
A Chinese boy and girl row out into Tungting Lake to inspect the line of fish hooks a production brigade has set out. They come upon a huge sturgeon caught on the hooks. To prevent the hooks from being lost and to catch the giant fish, the children, led by the young girl, struggle bravely to land it. This is an exciting adventure, set in China, and the hero is a courageous young girl. Grades 1-5.

White, Edgar. *Sati*. New York, Lothrop, Lee & Shepard Company, 1973.
Sati, a Rastifarian boy, must leave the West Indies and go to live in America. He does not want to go. He finally makes friends with people in his new community, but only after a long and difficult time. He meets a Rastifarian sailor on the ship heading for America, who gives him the gift of memory and of dreams. Grades 1-4.

Wood, Angela. *Kids Can Count*. Toronto, Kids Can Press, 1976.
For very young children, and for use with ESL children, counting from one to ten in several languages. There are interesting photographs in black/white accompanying each number. Grades 1-3.

BOOKS FOR CHILDREN, GRADES SIX THROUGH EIGHT.

The books listed include short novels, anthologies of short stories, poetry anthologies, and ethnic histories. Children can read these books on their own; teachers can read them to groups; and many of them are suitable for reading to younger children, grades three and four. These books deal with the *priority themes* of *the Third World; poverty; war; racism; family conflict; drugs; work; community support; cooperation and sharing; ethnic history; contemporary ethnic communities; and adventure & heroism.*

The books have been organized into five categories: **1) novels/folktales; 2) short stories; 3) documented histories; 4) Third World & working class perspectives; 5) comic books.** All of the books within each category deal with one or more of the priority themes.

Novels/Folktales

Anthony, Michael. *The Year in San Fernando.* London, Heinemann Educational Books Ltd., 1971.
A twelve-year-old boy leaves his native village, Mayaro, in Trinidad for the city, to go to school and work as a servant-companion. The story is told from the boy's point of view. A realistic novel, it portrays the life of a West Indian working for the white man, his travails and his experiences. This is an excellent novel to recommend to students from the Caribbean, and would make a good story for reading to a group of children in grades 6-8.

Childress, Alice. *A Hero Ain't Nothin' But a Sandwich.* New York, Avon Books, 1973.
Thirteen-year-old Benji is fast becoming a heroin addict. His family, friends, and teachers pull together to help him. Some of their efforts do more harm than good, however, and in the end it is Benji himself who must struggle hard with his problem. The story is told from the points of view of all those involved in Benji's life. Each chapter presents a point of view. The harsh realities faced by Benji and his family makes clear the underlying causes of his addiction. The heroic struggle of his family and friends - and Benji himself - makes a warm, compelling story. This is a good resource for teaching about the effects of poverty, the realities of life for the Black minorities in both the U.S. and in Canada, and the importance of community support. Read to grades 4-8.

Freeman, Bill. *First Spring on the Grand Banks.* Toronto, James Lorimer & Company, Publishers, 1978.
This is a tale of shipwreck and fishing on the Grand Banks of Newfoundland in the 1870s. The story provides a good background and information on how fishing was done in Newfoundland at that time. It is a story of community solidarity, merchant-class greed, and the struggle of fishermen to make a living. Grades 5-8.

Freeman, Bill. *Shantymen of Cache Lake.* Toronto, James Lorimer & Company, Publishers, 1975.
John and his sister Meg spend the winter working in a lumber camp in the Ottawa Valley. They go to work to help support their family after their father's death and run into trouble when there is a move to start a union. It is a good resource for the history of the timber trade, labour and union history, and life in Ontario a century ago. Grades 5-8. Teacher's Guide available.

Freeman, Bill. *The Last Voyage of the Scotian.* Toronto, James Lorimer & Company, Publishers, 1976.
The setting is the late 19th century, and John and Meg are lured into an adventure on a square-rigged ship loaded with timber and headed for Jamaica. The children learn the work of sailors. This book provides good information about working conditions at the time and the conditions under which many immigrants transported themselves to Canada. Grades 5-8. Teacher's Guide available.

Guy, Rosa. *The Friends.* New York, Bantam Books, 1978.
This is the story of two friends, one from the West Indies, the other a Black child growing up in Harlem. Their friendship develops out of mutual need: a need for acceptance, warmth, recognition. Their lives are fraught with difficulties, and the book is useful for demonstrating to children that poverty breeds illness, and often despair, but people who are caught up in a poverty cycle struggle against it as hard as they can. A heart-rending story for adolescents. It is the struggle of a young Black girl for self-knowledge and her growing awareness of the inequities existing in the society she is part of. Grades 6-8.

Hamilton, Virginia. *The Planet of Junior Brown.* New York, Macmillan Publishing Co., Inc., 1971.
Junior Brown and his close friend Buddy Clark have been cutting their grade eight classes for most of the semester. They have been hanging out with the school janitor, who has created a rich fantasy world in the basement of the school, complete with planets - the entire solar system is hanging from the ceiling. Buddy lives by his wits in the streets; Junior is a 300 pound musical prodigy. Together they prowl the night streets, learning much about the real world in which poor people live. Mr. Pool, the school janitor, initiates them into the world of fantasy. A poetic story, this book will fascinate advanced readers at the intermediate level and will make a good story for reading to groups of children, grades 6-8.

Hopkins, Lee Bennett. *Mama.* New York, Alfred A. Knopf, 1977.
Mama is a woman looking after two young children on her own. She works hard, changing jobs often. Her oldest son wants to know why she changes jobs so often, and how she manages to keep them supplied with new school clothes, a pile of Christmas gifts, and all the fresh meat they can eat. They are poor, and Mama has no qualms about shop-lifting her way to material security. This is a humorous, human story. Watch out for some of Mama's homilies. She holds some biases which should be pointed out to children hearing this story. Children who read the book on their own might be asked to look for these biases, attitudes Mama holds which indicate certain prejudices on her part. The book is a good resource for discussion and should be read first by the teacher before presenting it to a class. Grades 5-8.

Kluger, Ruth and Mann, Peggy. *The Secret Ship.* New York, Doubleday & Company, 1978.
This is the true story of Ruth Kluger, who was a member of one of the largest secret rescue movements of all time - organized to rescue Jews from the Nazi holocaust in Europe. A secret ship, carrying hundreds of illegal Jewish emigrants to Palestine, is stuck in the port of Balchik, Rumania. Ruth is instrumental in getting the ship out of the harbour and on its way to Palestine, before it is too late. Grades 6-8.

McDowell, Robert E. and Lavitt, Edward. *Third World Voices for Children.* New York, Odakai Books, Joseph Okpaku Publishing Company, Inc., 1972.
This book includes many stories from the folklore traditions of Africa and other Third World peoples. There are stories, poems, fables - all of which reflect the traditions of Black Africa. There are over fifty illustrations in black/white. The stories come from Africa, the West Indies, the United States, and Papua-New Guinea. The introduction to each section provides background material and historical information. This is a good story-book for group reading. Grades 6-8.

Moore, Tom. *Good-bye Momma.* Portugal Cove, Newfoundland, Breakwater Press, 1976.
A story of childhood in Newfoundland outports, set in Newfoundland during the mid-20th century. The historical perspective on work, family life, values and traditions, and the socialization of the story's central character makes the book an excellent resource on the real lives of the citizens of Newfoundland. Grades 5-8.

Palmer, C. Everard. *Baba and Mr. Big.* London, William Collins Sons and Co., Ltd., 1974
The setting is Jamaica, the protagonist is a young Black boy who must prove himself to his new friends by catching a hawk - alive. The story is funny, and conveys a sense of the initiation rites all adolescents must go through, anywhere in the world, but here particularly in the village of Kendal, Jamaica. Grades 5-8.

Palmer, C. Everard. *The Sun Salutes You.* London, Transworld Publishers Ltd., 1973.
Set in Kendal, Jamaica, two men are set against each other in a bid for the haulage business - trucking sugar cane. With the help of Bunny and Annie, Mike Johnson attempts to break the monopoly on the haulage of sugar cane held by the unscrupulous Matt Southern. Grades 5-8.

Reid, Vic. *Peter of Mount Ephraim.* Kingston, Jamaica, Jamaica Publishing House, 1971.
This story takes place in Jamaica in the early 19th century, shortly before emancipation and is an historical account, in fictionalized form, of the up-rising of the slaves in bondage in Jamaica at that time. The heroes in this story are children, and their efforts to help in the struggle being waged by the adult leaders in their community makes this an excellent historical resource for children. Grades 4-8.

Salkey, Andrew. *Drought.* London, Oxford University Press, 1973.
A drought in Jamaica causes terrible destruction for the smallholding farming families. Seth Stone, a young boy, gets involved in a plan to solve the problem of drought, and it is one which must be kept secret from the grown-ups. This is an exciting story for children grades 4-8. Written in modified Jamaican dialect.

Salkey, Andrew. *Hurricane.* London, Oxford University Press, 1971.
This is an adventure about a brother and sister who experience their first frightening hurricane in Jamaica. Grades 4-8.

Selvon, Samuel. *A Brighter Sun.* London, Longman Group Limited, 1971.
Tiger, an East Indian from the west coast of Trinidad, marries at 16 and sets off to establish himself. The story unfolds during the time of the war in Europe, 1939 - 1945, and tells of the war's effects on Trinidad and the political and social changes Trinidad experienced at that time. A fictionalized history, this is a good resource for discussion with children, Grades 7 and 8.

Sherlock, Philip. *West Indian Folk-Tales.* London, Oxford University Press, 1975.
These are fables from the West Indies, which include stories about Anansi the spider, the greedy, lazy, clever Anansi who can assume the form of a human. Anansi is always very popular with children. One of the reasons for this is that Anansi often is able to outwit those animals stronger and more powerful than himself. These stories can be read to children, grades 4-8.

Truss, Jan. *A Very Small Rebellion*. Edmonton, Alberta, J.M. LeBel Enterprises Ltd., 1977.
A Metis family must face expulsion from their home when the Canadian government brings in a road-building crew. The children learn about their proud Métis history and about Louis Riel and his attempt to thwart the government's plan to force them out of their settlement. This is an excellent resource for teaching the history of the Métis and Louis Riel. Each chapter of the fictionalized story is preceded by accurate historical information. Grades 4-8.

Wilkinson, Brenda. *Ludell*. New York, Harper & Row, 1975.
The setting is Waycross, Georgia, a poor rural community. Ludell, a young Black girl, loves much about her home, but is aware of the inequities, the poverty, and the limited choices available to her in Waycross. This is also a story appealing to all teens, as it follows Ludell's growth through adolescence - with all its joys and difficulties. Grades 5-8.

Wilkinson, Brenda. *Ludell & Willie*. New York, Harper & Row, 1977.
This is a sequel to *Ludell*, and continues the story of Ludell and her friends, with a special emphasis on her relationship with Willie, her young neighbour. Grades 5-8.

Short Stories

Dhondy, Farrukh. *East End at Your Feet*. London, Macmillan Educational Ltd., 1976.
These are six stories about London teenagers from Asian and English families. Told from their point of view, the stories deal with themes of family conflict, language, racism, peer pressure and the realities of life for minorities in Britain today. Children in grades 6-8 can read these stories on their own.

Salkey, Andrew. *Caribbean Prose*. London, Evans Brothers Ltd., 1973.
This is an anthology of short stories from the Caribbean. The book offers a wide range of material which depict the diversity of the West Indian way of life. Grade 8.

Searle, Chris. *The Black Man of Shadwell*. London, Writers and Readers Publishing Cooperative, 1976.
These stories explore the problems of race, class and human relationships. Chris Searle's awareness of the root causes of poverty and racism is evident and he effectively weaves historical information into his stories. He has worked with children at all levels and writes for them directly. Grade 8.

Skeete, Colleen. *Love & Trouble*. Peckham, England, Peckham Publishing Project, 1978.
The Peckham Publishing Project promotes community-written material and interest in local writing. This short story was written by a 15-year-old Black high school student and tells about the conflicts and experiences she and her friends share from day to day. The book will encourage children to write of their experiences and to produce material. It would also make a good ESL tool at the intermediate level. Grades 6-8.

Documented Histories

Burns, Marilyn. *I Am Not a Short Adult!* Covelo, California, Yolla Bolly Press, 1977.
This book was written for kids and deals with such topics as family, work, school, money, legal rights, TV, and is done in a workbook format. Children helped decide what topics to include, and also contributed to the design of the book. This is a book that children will enjoy using on their own, or it can be used by teachers in groups to generate discussion on a variety of topics. Grades 4-8.

Campbell, Maria. *People of the Buffalo*. Vancouver, Douglas & McIntyre, 1978.
This is a beautifully illustrated book about how the Plains Indians lived. It is Maria Campbell's attempt to clarify their way of life for people who have misunderstood their traditions and culture. The illustrations and text place an emphasis on the material things of their lives. This is an excellent resource for introducing children to the lives of the Plains Indians. Grades 1-8.

Campbell, Maria. *Riel's People*. Vancouver, Douglas & McIntyre, 1978.
This book tells how the Métis lived and provides a history of the Métis people. The material things of their lives are described and illustrated, and running throughout the book is historical commentary. This is an excellent resource for teaching children in grades 1-8 about the Métis people, their history and their present struggle for recognition and justice. It could be accompanied by *A Very Small Rebellion*.

Katz, William Loren and Katz, Jacqueline Hunt. *Making Our Way*. New York, The Dial Press, 1975.
This is a collection of first-hand accounts from the poor and powerless who lived and tried to eke out a living during the turn-of-the-century in the United States. There are photographs depicting life at that time. The compilers of this collection have located letters, testimonials and other written documents and have organized material which might otherwise have faded into obscurity into a history of the poor and marginalized. There are stories from a sweatshop girl, a cook, a sharecropper, a coal miner, and many others. This is an excellent resource for social studies, particularly for social history and the themes of work and labour history. Grades 6-8.

Marshall, Ingeborg. *The Red Ochre People*. Vancouver, J.J. Douglas Ltd., 1977.
This book tells how the Beothuck Indians of Newfoundland lived. The material things of their lives are stressed, and there is an abundance of historical information present throughout the text. Another excellent resource for teaching children about a particular Native culture and history. Grades 1-8.

Takashima, Shizuye. *A Child in Prison Camp*. Montreal, Quebec, Tundra Books, 1976.
Told from a child's perspective, this is the story of the internment of Japanese Canadians during World War II. This book provides a detailed account of the daily lives of the Japanese whose families, friends, and support networks were so uprooted at that time. It is a useful tool for introducing children to the effects of war, the causes and effects of discrimination, and the incredible courage and survival skills of an entire people living in Canada. With original water colour illustrations by the author. Grades 3-8.

Third World & Working Class Perspectives

Kavanaugh, Dorriet. *Listen To Us!* New York, Workman Publishing, 1978.
This book is the work of children age 13 and under. It deals with the topics of family, divorce, school, friendship, children with special problems, children in trouble, sex, TV, money, religion, feelings, and is written entirely by children. Children will love these essays and will be encouraged to express themselves through discussion of the topics raised in the book. Grades 4-8.

Larrick, Nancy. *I Heard a Scream in the Street*. New York, Dell Publishing Co., 1974.
These are poems written by young people who live in the City. There are black/white photographs. The poems and the photographs depict the harsh realities of life in the city for the ghettoized and powerless, and the ways people develop to cope with this reality. This is reality-based poetry for children at its best and will encourage children to write descriptively of their lives. Grades 3-8.

Merriam, Eve. *The Inner-City Mother Goose*. New York, Simon and Schuster, 1969.
Even though these poems depict a situation particular to the U.S. in the sense that specific events and conflicts are often alluded to, the sense of the poems and the struggles they convey are universal. This book might be used with older children to encourage research into some of the situations described in the poems. Grades 6-8.

Jarvis Collegiate, ESL Department. *The Search for Self: Thoughts and Feelings of New Canadian Teenagers*. Edited by Ms. Jessie Porter, Jarvis Collegiate ESL Department, Toronto.
These first-person stories of immigrating to Canada, living in Toronto, and adjusting to school and peers are inspirations for children at all levels. They are real-life accounts of what these children actually feel, experience, and know about their lives. An excellent resource which can be obtained from Ms. Porter at Jarvis. The chapters covered are: First Impressions; Loneliness; Adjusting to School - Learning English; Thoughts About the Future; Family; Memories of Childhood. Grades 3-8.

Rajendra, Cecil. *Other Voices, Other Places*. London, British Council of Churches, 1972.
This is an anthology of Third World poetry. The collector of this material states: "We hope that this anthology will help people to become more aware of the rich diversity of backgrounds and feelings that now contribute to the life of this country." (Britain). The poems convey a sense of the courage and struggle of Third World peoples to survive and to overcome oppression. The compiler of this edition believes that children will respond to these poems and will be encouraged to express their own sense of self-awareness. Grades 5-8.

Searle, Chris. *Fire Words*. London, Jonathan Cape Ltd., 1972.
Children express their views on the world - their parents and teachers, their neighbourhoods, on national and international situations. These children live in the heart of London and are working class, with an awareness of their own life-situations that comes ringing through their poems. Grades 3-8.

Comic Books

Andreas, Joel. *The Incredible Rocky*. Berkeley, California, NACLA, 1974.
This is a comic book about the Rockefeller family, their rise to fame and fortune, and the people they stepped on along the way. Very informative, very humorous, and highly educational. The corporate structure they built is documented, as is their use of force to quell labour resistance. This comic book can be used effectively with groups of children for discussion of labour history and the development of multi-national corporations. Grades 6-8.

Morales, Fidel and Estapé, Newton. *Tupac Amaru: The Story of the Inca Revolt Against Spanish Rule in Peru*. Albuquerque, New Mexico, The Chicano Communication Center.
This is the story of Tupac Amaru and Micaela, who led a rebellion against the Spanish in Peru in 1780. Tupac Amaru was an Inca, Native Americans who once ruled what is now Peru, Ecuador, northern Chile, part of Argentina, and half of Bolivia. This comic book is written in English and Spanish and can be used to teach children the history of the Inca nation and the uprisings of the Native Americans against their Spanish conquerors during the mid-18th century. Grades 5-8.

Montemar, Rene G.D. and Alfonso, Roberto. *Emiliano Zapata*. Albuquerque, New Mexico, Chicano Communications Training Project, 1973.
This is the story of the life of Zapata who was a leader of the revolution in Mexico which began in 1910. The story indicates the important role played by women during this struggle for Mexican independence and freedom. This is a good resource for the study of the history of Mexico in the early 20th century. In English and Spanish, grades 5-8.

MATERIALS FOR TEACHERS

There are two kinds of materials for teachers in this section: *For use in the classroom* includes curriculum units specifically designed for classroom use and other materials which could be easily adapted for classroom use with the teacher's direction. *Background reading for teachers* includes books on literacy; ethnic histories; education in the Third World; education in socialist countries; teaching methods; critiques of education systems in North America; a special section on studies on bias found in curriculum materials; and periodicals and vertical file materials available from the Cross-Cultural Communication Centre on these same themes.

For Use in the Classroom: Units specifically designed for classroom use.

Centrale de l'Enseignement du Québec (Québec Education Federation). *May 1st Manual: "for a school day which serves the working class"*. Selections in English, prepared by the C.E.Q. Distributed by New Hogtown Press, 12 Hart House Circle, University of Toronto, Toronto, Ontario.
Beginning with a definition of *conscientisation* as "the kind of education program that helps people to understand their situation so they can work together to improve it" this manual presents lesson plans in the subject areas of French, language, English, outdoor education, and math which encourages students to look critically at their immediate situations and to translate these situations into curriculum material for learning. Each lesson includes teaching objectives; conscientisation objectives; methodology and content; necessary teaching materials. Though the particular context for these lessons is Québec, the ideas are applicable to classrooms everywhere in Canada. Grades 5-8.

Cross-Cultural Communication Centre. *Dialogue on Racism*. Sponsored by the Cross-Cultural Communication Centre, 1991 Dufferin Street, Toronto, Ontario, 1977.
This kit provides a wide variety of papers, studies, and documents on racism in curriculum materials, in newspapers, and in children's books. There are lesson plans which attempt to counter race-stereotyping and some historical perspective on the root causes of racism.

Foreign Languages Press. *Pictures by Chinese Children*. Foreign Languages Press, Peking, China, 1976.
This beautiful book presents pictures in colour drawn and painted by Chinese children. The pictures are well-drawn, with incredible detail. The book will be useful in the classroom as the drawings will encourage children to draw from their own experiences. 36 pages. Grades 1-6.

Fyson, Nance Lui. *Resources for World Geography: Latin America and the Caribbean; Africa; Asia*. London, Nelson, 1975, 1977.
These books, three in all, present learning materials on the countries of Latin America, Africa, and Asia. The areas covered are food resources, demography, health, housing, transport/communications, industry, trade, and cities. There are good maps, photographs, and the format is suitable for classroom use. The questions posed for students are often provocative and can lead to interesting discussion. It would be good to follow up the use of these materials with more critical material on these Third World areas. There is a lack of analytical material in these books, though the critical areas are touched on. The material does not get at the root causes of poverty in these countries, nor does it attempt to place the problems of disease and poverty in a world context. Therefore, it is important to back this reading up with more critical learning material, which is listed in various places in this bibliography. 48 pages, grades 5-8.

Where We Live: A New Canadian Reading Series for Grade 4.
Toronto, James Lorimer and Company, 1978.
There are presently five readers available in this series. They are:

Repo, Satu. *Marco and Michela.*
Marco and Michela are children of Italian immigrant parents living in Toronto. Their father is a bricklayer and their mother works in a clothing factory. In doing a school project, Marco learns a great deal about the work his father does and about his experiences in immigrating to Canada. 64 pages.

Jiles, Paulette. *The Golden Hawks.*
The Mallot family has moved from a downtown neighbourhood into a suburban housing development called Maple Valley Estates. Mr. and Mrs. Mallot both work to support their family and everyone has difficulty adjusting to their new surroundings. 72 pages.

Freeman, Bill. *Cedric and the North End Kids.*
Cedric has just immigrated from Jamaica and joins his parents in Hamilton, where his father has a job in a steel mill and his mother works in a hospital. Cedric must adjust to his new school, friends, and life at home. 64 pages.

Dickson, Barry and Seonida. *About Nellie and Me.*
These are two stories, set in a public housing project and a downtown apartment building. In the public housing project, Sharon, a young girl, organizes tenants around the issue of a "no pets" rule in order to help an elderly woman in the building keep her pet cat. In the second story, Billy lives alone with his mother. His brother is home on a visit from training school, and his father may return to live with the family. This presents Billy with many conflicts and some hope for the future. 56 pages.

Repo, Satu. *What's a Friend?*
Fernanda, a Portuguese girl, is excited when Emily, a "real" Canadian girl, moves into her neighbourhood. But Emily's arrival causes conflicts between Fernanda and her other friends over what it means to be a friend. 64 pages.

Kennedy, Annabelle and Simmons, Margaret. *Where We Live: Teacher's Guide.*
This is a teacher's guide for the five stories in the *Where We Live* Grade 4 reading series. The guide helps teachers utilize effectively the innovative material presented in the readers, with provocative questions and activity ideas. The rationale behind the creation of this series is concise and significant at a time when many teachers are considering the use of multi-ethnic learning materials. The guide places the stories in a perspective that gives them particular relevance at this time. 200 pages.

Morton, Tom and McBride, John. *Look Again.* Vancouver, Commcept Publishing Ltd., 1977.
This book looks at the process of prejudice and discrimination, how it takes hold, how it can be effectively dealt with. There are activities to explore how we perceive things, how our prejudices influence our perception of things, and suggestions for seeing clearly. The format makes the book suitable for classroom use. There are stories, questions, and exercises in perception. The book is full of some very humourous cartoons. 89 pages, Grades 5-8. A teacher's guide accompanies the classroom resource.

Otero, George G. *Teaching About Perception: The Arabs.* Cultural Studies Series Volume 1, Center for Teaching International Relations, University of Denver, Denver, Colorado 80208, 1977.
This is a series of classroom questions and activities designed to break down the stereotyped attitudes children hold of the Arab peoples. There are 17 activities in all, each with an objective, time allotment, materials needed, and procedure. The activities are all contained in a book of 92 pages. Grades 7 and 8.

Smith, Gary R. and Otero, George G. *Images of China: An Experimental Unit.* Prepared for the Colorado East Asian Studies Center by the Center for Teaching International Relations, University of Denver, Denver, Colorado, 80208.
This is a teaching unit about finding out and checking out stereotypic images students may have about China and the Chinese. It deals with current images students may have of China and where those images may have come from. There are 25 activities, which deal with perception - how we see things. There are pictures for children to look at which will demonstrate to them that things are not always the way we see them. The activities include a teaching objective, materials needed, questions, and procedure. 81 pages. Grades 7 and 8.

Smith, Gary R. and Otero, George G. *Teaching About Cultural Awareness.* Cultural Studies Series Volume 2, Center for Teaching International Relations, University of Denver, Denver, Colorado 80208, 1977.
The aim of this book is to raise consciousness about cultural differences, to help students become aware of the diversity of ideas and practices to be found in human societies, of how these ideas and practices compare, and how to recognize one's own cultural captivity and perspective. There are three sections in the book: Perception, which focuses on the processes humans use to view differences; Culture and Me, which concentrates on developing the awareness that we are all members and captives of culture; and Discrimination and Institutional Racism, which explores the structural nature of institutional and cultural racism. There are activities and role-playing suggestions included throughout the text. 237 pages. Grades 7 and 8.

For Use in the Classroom: Plays, games, songs, poetry, fiction, cartoon, histories, and other reality-based learning materials recommended for use as teaching tools.

Adamson, Gareth. *Machines at Home*. London, Penguin Books, 1974.
This is a funny and informative look at how new inventions have made life at home so much more comfortable now than it was 900 years ago. There are illustrations of machines in use many years ago and descriptions of their use. 48 pages. Grades 4-8.

The Corrective Collective. *Never Done: Three Centuries of Women's Work in Canada*. Toronto, Women's Press, 1974.
This is an historical book, with cartoons and text, tracing the history of women's work through the centuries, beginning in the 17th century. The emphasis is women's work in Canada. There will be a teacher's guide available. 150 pages. Grades 6-8.

Cox, Sarah and Golden, Robert. *Carworker; Dockworker; Mineworker; Railway Worker; Textile Worker*. Middlesex, England, Penguin Books Ltd., 1975, 1976.
These books are from the *People Working* series from Kestrel Books, a division of Penguin. Each book is beautifully photographed in black/white, and provides detailed information on the particular job in the title; descriptions of working conditions; some history of the industries represented; and the living conditions of the workers represented. The detailed descriptions of the particular jobs are excellent sources of information and, while the material pertains to Britain, the books can be used to initiate discussions and descriptions of jobs held in Canada that the children would be familiar with. 30 pages. Grades 5-8.

Lester, Julius. *To Be A Slave*. New York, Dell Publishing Co., Inc., 1968.
These stories are the memories of ex-slaves, from their capture in Africa to plantation life and from their early resistance to their emancipation and their lives after emancipation. The book could be used to initiate discussion of several of the priority themes, particularly racism, Third World, work, and heroism. 160 pages. Grades 5-8.

Nickerson, Betty. *Of You and Me/Nous Autres: A Contemporary View of Human Rights, by Young Canadians*. This book presents the Universal Declaration of Human Rights with graphics conceived and illustrated by Canadian high school students. The graphics are dramatic interpretations of the articles under the Declaration. Grades 5-8.

Rice, Edward. *Mother India's Children: Meeting Today's Generation in India*. New York, Friendship Press and Orbis Books, 1972.
In this book, Indian teenagers talk about themselves and their country. There are excellent photographs which depict the life of children of varied backgrounds. Each chapter deals with a particular child. 176 pages. Grades 6-8.

Rius. *Marx for Beginners*. London, Writers and Readers Publishing Cooperative, 1976.
This is a cartoon documentary on the theories of Karl Marx, which traces the theories which influenced him, the history of his time, the specific events which helped shaped his thought, and it can be used by teachers who wish to broaden their own perspective on Marxism and to share the information with their students. As Marx has become an important political figure for theorists interested in education in North America, it is reasonable at this time that teachers and students familiarize themselves with the basic premises he put forward. The book is done in a light syle. 155 pages. Grades 7 and 8.

Robertson. Elaine. *Let Us*. Trinidad, Columbus Publishers Ltd., 1971.
This is a selection of games and songs that play games in the West Indies. The music is included with the words, for those who can play a musical instrument and there are black/white illustrations. There are 23 games and songs in all, with instructions for playing the games. Grades 1-5.

Rydberg, Pål; Jönsson, Gittan; Elmquist, Annika; and Langemar, Ann Mari. *The History Book*. Venice, California, The Midnight Special, 1974.
This is an English translation of a book that was originally written and published in Sweden. Carol Baum Schmorleitz translated the book from the Danish. It is a cartoon history of the modern world, and traces the development of corporate capitalism from feudal times. The book is an excellent resource for use at the intermediate level, provided the teacher reads it carefully and paraphrases where necessary for understanding. 151 pages. There are 8 films of the same title which are suitable for classroom use. The Development Education Committee, St. Paul's Avenue Road Church, 121 Avenue Road, has these films.

Thomas, Odette. *Rain Falling, Sun Shining*. London, Bogle-L'Ouverture Publications Ltd., 1975.
This book includes games and dances, action songs, and rounds which are representative of Caribbean folk-culture. They will appeal to children of all ages, especially 4-11 year-olds. The chord progressions are included with the songs and words. There is commentary presented which contextualizes the songs and explains their origins.

Tulloch, Headley. *Black Canadians: A Long Line of Fighters*. Toronto, NC Press Limited, 1975.
Black slaves came to Canada with the earliest French settlers and brought a thriving African culture with them. This book deals with the history of Black people in Canada and the role they have played in shaping Canadian history. The chapters deal with Black history; regaining it; African heritage; slavery; the history of slavery in Canada; and some perspectives on the future of Black people in Canada. There are black/white photographs, poetry, and the historical material is a valuable resource for social studies programs at the junior and intermediate levels. 186 pages.

Walmsley, Anne. *The Sun's Eye*. Trinidad & Jamaica, Longman Caribbean Ltd., 1968.
These are stories from the vast collection of West Indian literature, compiled by Anne Walmsley to provide her students in Jamaica with literature indigenous to their culture and setting. There are 30 stories, each dealing with an aspect of Caribbean life and culture. The anthology includes poetry from the Caribbean. Authors represented, among others, are Vic Reid, Samuel Selvon, Andrew Salkey, Jan Carew, Philip Sherlock, and George Lamming. 136 pages. Grades 7 and 8.

Welch, Chris. *Introduction to Chile: A Cartoon History*. London, Bolivar Publications, 1976.
This is a cartoon history of Chile, tracing the development of the popular movement which led to the election of Salvadore Allende in 1970, to the coup which defeated his Popular Unity government and led to the wave of oppression, torture, and economic chaos which exists in Chile today. The cartoon format makes the learning of this history accessible to children in grades 6-8.

Zipes, Jack. *Political Plays for Children*. Saint Louis, Telos Press, 1976.
There are 3 plays in all, translated from the German, and borrowed from the repetoire of the Grips Theater of Berlin. The Grips Theater presents plays which are reality-based and which deal with contemporary society in ways which children can understand and portray through drama. The American versions of the plays have been altered to correspond to the living conditions there, but the basic aims of the original plays have not been changed. The situations depicted in the plays correspond to the kinds of situations children find themselves in, with friends, family, neighbourhood and school. One of the plays is devoted to the function of women in western society. The plays are anti-authoritarian and attempt to contextualize familiar events within a broader social framework. Grades 7 and 8.

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Background Reading for Teachers: Literacy, ethnic histories, education in the Third World, education in socialist countries, teaching methods, critiques of education systems in North America.

Banks, James A., and Joyce, Wiliam W. *Teaching Social Studies to Culturally Different Children*. Reading, Massachusetts, Addison-Wesley Publishing Company, 1971.
This book helps teachers acquire the information, perceptions, and teaching strategies they need to make social studies relevant to children who come from Africa and Spanish-speaking cultures and who have lived their lives in conditions of poverty. The book discusses racial prejudice, teacher attitudes, bias in curriculum material as it relates to minority groups, and the social, cultural, and psychological factors in learning. Classroom strategies are suggested for teaching culturally different children. 396 pages.

Letter to a Teacher. By the schoolboys of Barbiana, with postcripts by Robert Coles and John Holt. New York, Random House, 1970.
Written by eight poor country school children in Italy, this book addresses the need for changes in a middle-class-oriented school system in Italy. Even though the context is Italy, the critique has applicability in Canada. 167 pages.

Conscientisation. Commission on the Churches' Participation in Development World Council of Churches, World Council of Churches, 150, Route de Ferney, 1211 Geneva 20 Switzerland, 1975.
This unit provides information on the process of *conscientisation*. It includes a concise description of conscientisation and its purpose; documents from IDAC, including material written by Paulo Freire; a discussion of the relevance of Freire's ideas to development education; cartoon strips on the role of graphic work in political education; and a bibliography that includes works in languages other than English. The distributors will provide free copies. Write to the above address.

Dale, Roger; Esland, Geoff; and MacDonald, Madeleine. *Schooling and Capitalism*. London, Routledge & Kegan Paul, 1976.
This book's readings were selected to explore various dimensions of the relationship between the capitalist society and its schools, including the history of mass schooling; schools and the workforce; the hidden curriculum; I.Q. and testing; and the possibilities for change. The language is highly academic in many of the selections, but the book provides an overview of some important critical research in this field. 232 pages.

Freire, Paulo. *Cultural Action for Freedom*. Middlesex, England, Penguin Education, 1974.
Freire believes that for people, orientation in the world means humanizing the world by transforming it. He proposes a view of education which is positive, a means of liberating people and therefore enabling them to take part in the historical process, to make history. The book deals with the educational process - how people learn - and concerns itself particularly with adult literacy. The material covers the adult literacy process and cultural action and conscientisation. 91 pages.

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Freire, Paulo. *Pedagogy of the Oppressed*. New York, The Seabury Press, 1973.
This is Freire's philosophy of education, a theory for the education of illiterates, primarily adults. His conviction is that people are capable of looking critically and reflectively at their lives in dialogue with others and can thus acquire the skills necessary to transform their world. Freire developed his theory to advance the purpose of education in the Third World, but his ideas are certainly applicable here where the vast majority of peoples in our advanced technological society remain locked in a "culture of silence", unable to transform the conditions of their lives. The basic philosophy presented in this book provides teachers with the awareness needed to begin the creation of relevant, reality-based curriculum material for children in Canadian classrooms. 186 pages.

Kohl, Herbert R. *On Teaching*. New York, Bantam Books, 1977.
This is a practical handbook for teachers. It includes information on how to gather resources; tools for teaching; developing a curriculum theme; basic skills; setting limits; discovering hidden resources; dealing with feelings; and the politics of teaching. 189 pages.

Guinea-Bissau: Reinventing Education. IDAC (The Institute of Cultural Action), 27 Chemin des Crêts, 1218 Grand Saconnex, Geneva, Switzerland, 1976.
IDAC began during the spring of 1973 to publish a series of documents which deal with *conscientisation* as an instrument for liberation in the process of education, development, and social change. This particular document traces the role of education in liberated Guinea-Bissau, an area of 800,000 inhabitants, smaller than Switzerland, on the African west coast. The material in this document illustrates the role of education in that liberation process, and the development of a particular curriculum designed to liberate the peasant people from illiteracy. There is a cartoon strip in the book which could be used effectively in the classroom, which traces the history of education in Guinea-Bissau during its period of colonialization, and the new ideas prevalent now. 83 pages.

LARU Studies: Latin American Research Unit. LARU, Box 673, Adelaide St. Post Office, Toronto 1, Ontario, 1977.
This booklet deals with political education in Africa, specifically the new African nations. There are contributions from Marcos Arruda, Amilcar Cabral, Samora Machel, and Paulo Freire. The articles cover such topics as the importance of political education in the new African nations; the role of culture in the liberation struggle; education and revolution; and Guinea-Bissau: a record of an ongoing experience. These articles can give teachers a new perspective on education, on the use of education to support a revolutionary process, and its relevancy to creating a process for social change. 50 pages.

Lind, Loren Jay. *The Learning Machine*. Toronto, House of Anansi Press, 1974.
This is a critique of Toronto's school system and it dissects the structures which support needless bureaucracies, and which fail to support teachers and non-English-speaking students. 228 pages.

Millyard, Anne W. and Wilkes, Rick. *Working With Kids: Creative Communication*. Toronto, Annick Press, 1978.
Here are good examples of ways to help kids build the skills and confidence they require to tackle life's conflicts. The book relates techniques that encourage children to listen to one another, allow them to clarify their values and help them develop an understanding and awareness of themselves and the factors which shape their lives. 110 pages.

Nelsen, Randle W. and Nock, David A. *Reading, Writing and Riches*. Toronto, Between the Lines, 1978.
This book offers a unified collection of articles on the educational system in North America, and focuses on the economics of capitalism as it affects education. While it deals with useful topics as job recruitment in the capitalist system, liberal values in education and the capitalist system, and educational change and the capitalist system, the focus is primarily on post-secondary education. 320 pages.

Searle, Chris. *The Forsaken Lover: White Words and Black People*. London, Penguin Books, 1972.
This useful books is based on Searle's experiences in Tobago, a part of the West Indian country, Trinidad and Tobago. In it, he describes the difficulties of getting adolescent Black children to communicate about their lives and everyday experiences in a language developed by white people to reveal their own experiences and perceptions. Such a language, which incorporates negative perceptions of Black people, works against the Black child's articulation of her own reality. Searle implicitly explores the related question of what is considered "legitimate" language and what is considered "dialect", and who is in a position to impose this definition. 128 pages.

Searle, Chris. *Classrooms of Resistance*. London, Writers and Readers Publishing Cooperative, 1975.
The writing that forms the main part of this book was extracted from the work of children in Chris Searle's English classes. Their writing tells of their own world and class position in English society. The text indicates the ways in which Chris Searle utilized these materials to teach these children, material gleaned from the daily events which shaped their lives. Though the bulk of the text is suggested for background reading for teachers, there are sections in the book which could be readily adapted for use in the classroom. 168 pages.

Searle, Chris. *The World in the Classroom*. London, Writers and Readers Publishing Cooperative, 1977.
This is learning material for and by children 12 to 14 years of age. The text describes how current events and the experiences and concerns of the children provided the context and rationale for using songs, stories, research and the children's own writing to grapple with racism. Though the setting is London's East End, the methodology is applicable for teachers everywhere. 287 pages.

Wald, Karen. *Children of Che*. Palo Alto, California, Ramparts Press, 1978.
This book traces the growth of the new education system and practice in Cuba. It includes first-hand accounts from children, who answer relevant questions put to them by educators; information on Cuba's childcare system; curriculum material used in Cuban schools; and the reeducation of adolescents since the revolution. There is a chapter which describes the work of the Union of Pioneers, the mass children's organization through which Cuban children organize and direct their lives. 399 pages.

Ashton-Warner, Sylvia. *Teacher*. New York, Bantam Books, 1964.
This is Sylvia Ashton-Warner's personal account of her teaching experience in New Zealand, where she developed curriculum material with Maori children. She was a pioneer in the area of reality-based education, and linked the experiences of the children directly to the words they would learn to read. The children themselves brought the learning material to the classroom, from what they knew best: their own lives and their own experiences within the context of their lives. 191 pages.

The Problem Exists in the Classroom Because it Exists in the World. Cooperative Schools Group on Development Education, Susan Wayne, editor. Toronto, 1978.
The articles cover such topics as perspectives in development education; experiences in teacher education; experiences in the classroom; and sample study materials. The specialized knowledge of the contributors is in international development and Canada's relations with Third World countries. Their attempt in this book is to apply their knowledge to the initiatives being taken in the area of multiculturalism in Ontario public schools. 75 pages.

Willis, Paul E. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. England, Saxon House, 1977.
This is a critical book for anyone interested in *how* working class kids continue to end up at the bottom of the job ladder. While Willis does explore the attitudes and structure of the school, his specific research centres around the responses to the school of a group of "counter-culture" working class youths. This book examines the creative potential in the counter-culture these youths develop, but also analyses how this counter-culture stops short of a full understanding of the school and the nature of the jobs these kids are destined to do. It is a book which digs beneath the symptoms of the problems working class kids have with the school system and describes and probes these kids' daily experiences with their schools, families, communities, and their expectations of the workplace. 204 pages.

Background Reading for Teachers: Studies on bias found in curriculum materials.

Adams, Carol and Laurikietis, Rae. *Education and Work: The Gender Trap, Book 1*. U.S., Academy Press, 1977.
This is the first in a three-volume series entitled *The Gender Trap, A Closer Look at Sex Roles*. The books analyse the expected behaviour and accepted sex roles of men and women in our society. The other books in the series are entitled *Sex and Marriage, Book 2;* and *Messages and Images, Book 3*. There are songs, poems, cartoons, and questions, all designed to probe the bias found in the written material we read, and the media assault on our educational development. These books could be used with children at the intermediate level to initiate discussion of sex-role stereotyping in our society and through the media. Specific material might be extracted from the books for this purpose. The books are between 120-125 pages.

Racist and Sexist Images in Children's Books: Papers on Children's Literature No. 1. London, Children's Rights Workshop, Writers and Readers Publishing Cooperative, 1975.
This series, consisting of three books, includes *Sexism in Children's Books, Facts, figures & guidelines; Children's Books and Class Society; Past & Present;* and *Racist and Sexist Images in Children's Books*. The books analyse the stereotypes, omissions and distortions commonly found in children's books. This includes an examination of the class bias found in chidlren's books and an attempt to contextualize sex and race stereotypes in a class framework. There is historical information on children's literature, children's authors and their perspectives; reviews of children's books which appeared in *Interracial Books for Children;* and relevant questions which probe the underlying biases commonly present in children's reading material. The books are between 50-60 pages.

Dixon, Bob. *Catching Them Young 1: Sex, Race and Class in Children's Fiction.* London, Pluto Press, 1977.
This series consists of two books: the one listed above, and *Catching Them Young 2: Political Ideas in Childre's Fiction.* In Volume 1, the author looks at the world of children's fiction to determine the attitudes conveyed to chilren in terms of sexism, racism and middle-class values. In Volume 2, he surveys the types of literature available to children to show how the attitudes delineated in Volume 1 are presented and promoted. There are examples from the existing stock of children's literature. The primary focus is literature from England, but the biases uncovered are applicable to children's literature in North America. Both books explore the way in which the prevailing ideology of the western world is transmitted to children. 170 pages.

EPIE Career Education Set, Volume 1: How to select and evaluate instructional materials. EPIE Institute, 463 West Street, New York, New York 10014.
The EPIE Institute collects and distributes descriptive and analytical information about instructional materials, equipment, and educational systems. This particular set of materials deals with career education and gives advice to teachers for the selection of unbiased materials to use in guiding students in career selection. The chapters deal with the selection of materials relevant to a particular student body; how to avoid selecting materials which present sexist and racist guidelines for career placement; and manuals describing skill-training materials. 107 pages.

McDiarmid, Garnet and Pratt, David. *Teaching Prejudice: A Content Analysis of Social Studies Textbooks Authorized for Use in Ontario.* Toronto, The Ontario Institute for Studies in Education, 1972.
Through a careful analysis of descriptive words applied to different cultural groups, the authors provide proof of the harmful biases contained in social studies texts, and at the same time provide a method for teachers to use in analysing their own classroom materials. While the quantitative approach used here does not address the more subtle forms of bias in learning materials, this book remains an extremely useful guide for critiquing classroom resources. 131 pages.

Periodicals

Education Journal. The Commission for Racial Equality, Elliot House, 10/12 Allington Street, London, SW1E 5EH, England. Published Quarterly.

Interracial Books for Children. Council for Interracial Books for Children, 1841 Broadway, New York, N.Y., 10023, U.S.
This periodical provides articles and reviews of current books, examining them for racial and sexual stereotying. Other books and materials, including lesson plans exploring racism, can be ordered from them. Published 8 times a year.

Race & Class: A Journal for Black and Third World Liberation. The Institute of Race Relations, 247-9 Pentonville Road, London, N1 9NG. Published Quarterly.

Race Today: Voice of the Black Community in Britain. Race Today Collective, 74 Shakespeare Road, London SE24 OPT. Published 6 times a year.

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Radical Teacher: A Newsjournal of Socialist Theory and Practice. Education in These Times, Inc., Radical Teacher, P.O. Box 102, Kendall Square P.O., Cambridge, Massachusetts 02142. Published Quarterly.

Teaching London Kids. TLK, 40 Hamilton Road, London SW19 England.
This journal is concerned with exploring the practice and dilemmas of progressive teachers in state schools, especially as experienced by new teachers; notions of progressive teaching methods and their impact on the education of working class children; the ways in which the power structure of society affects the organisation and curriculum of schools; the potential role of the school in the community; the critical importance of language in teaching and learning.

TESL TALK. Ministry of Culture and Recreation, 77 Bloor Street West, Toronto, Ontario M7A 2R9.
TESL Talk provides teachers of English as a second language with teaching ideas, methods, curriculum material, articles on the experiences of ESL teachers, and interesting information from the ESL community of educators and theorists. A reading list is included. Published Quarterly.

The Asianadian: An Asian Canadian Magazine. Asianadian Resource Workshop, P.O. Box 1256, Station "Q", Toronto, Ontario M4T 2P4.
Asianadian aims are to find new dignity and pride in being Asian in Canada; to promote an understanding between Asian Canadians and other Canadians; to speak out against those conditions, individuals and institutions perpetuating racism in Canada; to stand up against the distortions of our history in Canada; stereotypes, economic exploitations, and the general tendency towards injustice and inequality practised on minority groups. The magazine often includes a section for children, and their fall issue (1979) will be entirely devoted to Asian children in Canada. Published Quarterly.

The History and Social Science Teacher. Faculty of Education, University of Western Ontario, 1137 Western Road, London, Ontario, N6G 1G7.
This journal promotes comment on the relationship of significant educational ideas to the curriculum in history and the social sciences. It also encourages the exchange of ideas among history and social science teachers and seeks to improve classroom practice at all levels of education. Published Quarterly.

This Magazine. Red Maple Publishing Company, Ltd., 70 the Esplanade, Toronto, Ontario M5E 1R2.
This Magazine usually includes a section for teachers, featuring book reviews and articles on education. Published Bi-monthly.

Working Teacher. Working Teacher Educational Society, Box 46534, Postal Station G, 3760 West 10th Avenue, Vancouver, B.C., V6R 2G0.
The aims of this magazine are to contribute to public debate over education in B.C. and across Canada; to examine the links between education and the economic structure; to overcome the isolation imposed upon teachers by their training and working conditions; and to provide a forum for the articulation of a socialist education program. Published Quarterly.

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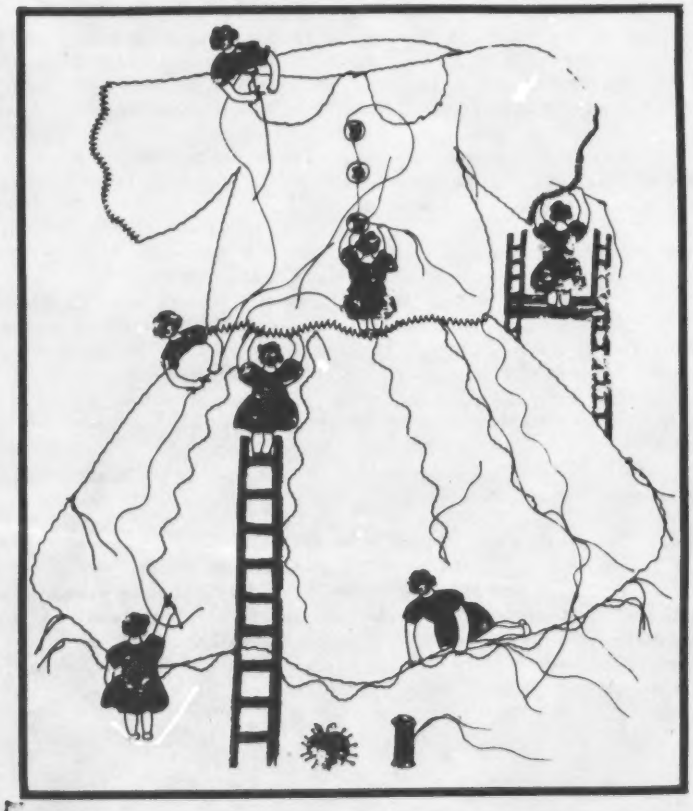
Vertical Files Material.

The Cross-Cultural Communication Centre offers an abundance of material for classroom use, background reading, and research in the following areas which are particularly relevant to teachers and people working with children in the community:

Bias in Learning Materials
Community Issues
Ethnic Groups
Immigration
International Development
Prejudice and Discrimination
Immigrant Adjustment
Teaching Methodology
Working Class Curriculum
Third World Development
Multiculturalism
Literacy

A list of the most relevant material is available from the librarian at the Centre.



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1) From *Got Me a Story to Tell* by Sylvia Yee and Lisa Kokin published by St. John's Educational Threshold Center, San Francisco, California.

2) From *Something On My Mind* by Nikki Grimes, illustrated by Tom Feelings, published by The Dial Press, New York, New York.

3) From *Daughter of the Sun* by Ismael Mascayano from the Folk Tales series published by Kids Can Press, Toronto, Ontario.

4) From *Aekyung's Dream* by Min Paek from the Fifth World Tales series published by Children's Book Press, San francisco, California.

5) From *Milk River* published by the Peckham Publishing Project, London, England.

6) From *All About Us* by New Seed Press, illustrated by Emily Chronic & Shirley Walker, published by New See Press, Stanford, California.

7) From *The Lost Dog* by Chris Abuk published by the Peckham Publishing Project, London, England.

8) From *Peter of Mount Ephraim* by Vic Reid, illustrated by Dennis Ranston, published by Jamaica Publishing House, Kingston, Jamaica.

9) From *Nahda's Family* by Madeleine Blakeley in the Strands series published by A&C Black and distributed in Canada by Nelson.

10) From *My Mother and I Are Growing Strong/Mi mama y yo nos hacemos fuertes* by Inez Maury, illustrated by Anna Munoz, published by New Seed Press, Stanford, California.

11) From *The Lost Dog* by Chris Abuk published by the Peckham Publishing Project, London, England.

12) From *My Mother and I are Growing Strong/Mi mama y yo nos hacemos fuertes* by Inez Maury, illustrated by Anna Munoz, published by New Seed Press, Stanford California.

13) From *Mommy Works On Dresses* by Louise deGrosbois published by the Women's Press, Toronto, Ontario.

14) From *Aekyung's Dream* by Min Paek from the Fifth World Tales series published by Children's Book Press, San Francisco, California.